

Online Safety Progression Map

Digital Citizenship & Online Safety (Common Sense Media)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Habits: Media Balance and Wellbeing Autumn 1	<p>Understand what media balance means.</p> <p>Know it is important to spend time away from screens so we don't miss out on fun things in life.</p> <p>Reflect on how they balance their time with technology.</p>	<p>Learn why it's important to be aware and respectful of people while using devices.</p> <p>Know that It can be frustrating to stop using a device when we are asked to.</p> <p>Apply self-regulation strategy for transitioning from technology to face-to-face interactions: Learn the Pause, Breathe, Finish Up routine as a self-regulation strategy.</p>	<p>Experiences online can cause us to feel different emotions.</p> <p>E.g., we may feel uncomfortable if we see something we don't expect or that is inappropriate.</p> <p>Know what to do when they don't have a good feeling when using technology.</p>	<p>Recognize the ways in which digital devices can be distracting and the impact this can have on people around you.</p> <p>Identify how they feel when others are distracted by their devices.</p> <p>Identify ideal device-free moments for themselves and others.</p> <p>There are times when it is sensible to have device-free time including:</p> <ul style="list-style-type: none"> - Safety; crossing a road - Respect; be present with friends and family - Concentration; when a task needs full attention. 	<p>Describe the Rings of Responsibility as a way to think about how our behaviour affects ourselves and others.</p> <p>Understand online responsibilities for:</p> <ul style="list-style-type: none"> - Self; such as keeping yourself safe and healthy. - Community; including the people you know and interact with on a regular basis. - World; people you don't know, but whom your actions might affect. <p>Know actions we can take to respect these responsibilities.</p>	<p>Know that Healthy media choices involve a combination of What? When? and How Much? that's unique to each person and each media choice.</p> <p>Use this framework and emotional responses to evaluate how healthy different types of media choices are.</p> <p>Begin to develop their own definition of a healthy media balance.</p> <p>Know that what feels healthy may also depend on how people's media choices affect the people around them or others online.</p>	<p>Know that Media balance is <i>using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)</i>.</p> <p>Reflect on how balanced they are in their daily lives.</p> <p>Know that a balance of digital and non-digital activities is important for mental health.</p> <p>Create a personalised plan for healthy and balanced media use.</p>

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<p>Cyber-bullying, Digital Drama and Hate Speech Autumn 2</p>	<p>Reflect on ways to make others feel welcome.</p> <p>Seek help from an adult when they see something that is unexpected or worrying</p> <p>Saying kinds words or telling an adult can help if a friend is sad after using a device</p>	<p>Know that It's a good idea to take a break from technology every once in a while, so you can spend time being active and hanging out with friends and family</p> <p>Being mean hurts people's feelings. We are kind and courteous to others, both in person and online</p> <p>Consider the feelings of people around them, even when engaged in fun online activities.</p>	<p>Understand the importance of being safe, responsible, and respectful online.</p> <p>Learn the importance of "Pause & Think Online".</p> <p>Manage inevitable digital interruptions respectfully.</p> <p>Know that it can be frustrating to stop using a device when we are asked to</p> <p>Apply self-regulation strategy for transitioning from technology to face-to-face interactions; Learn the Pause, Breathe, Finish Up routine as a self-regulation strategy</p>	<p>Begin to identify ways to respond to mean words online, using S-T-O-P</p> <p><i>Know that cyber-bullying is using digital devices, sites and apps to intimidate, harm and upset someone</i></p> <p>This can include: - Sending a mean message to someone - Posting mean things about someone - Making fun of someone - Doing mean things to someone's character in an online game</p> <p>Understand how online meanness can make people feel</p>	<p>Identify ways to respond to mean words online, using S-T-O-P.</p> <p>Decide what kinds of statements are OK to say online and which are not.</p> <p><i>Know that words can be interpreted differently by different people, it's important to think about the words we use and how they affect people</i></p> <p>When something is just in text, it can be even more difficult to interpret what someone means.</p> <p>It's important to think about the words we use.</p>	<p>Recognize what cyberbullying is.</p> <p>Reflect on the characteristics that make someone an upstanding digital citizen.</p> <p>Show ways to be an upstander by creating a digital citizenship superhero comic strip.</p> <p>To be an upstander when cyber-bullying occurs, we can: - Defend or support the person being bullied - Tell a trusted adult - Address it directly with the bully</p>	<p>Recognize similarities and differences between in-person bullying, cyberbullying, and being mean.</p> <p>Identify ways for dealing with cyberbullying and ways they can be an upstander for those being bullied.</p> <p>Know appropriate responses to cyber-bullying.</p> <p>An upstander is a person who stands up for someone else and supports them.</p> <p>A bystander is who observes unacceptable behaviour but does not take part in it.</p>
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Relationships and Communication Spring 1	<p>Know that we must be kind and show respect to others when we're online.</p> <p>Understand that kindness can be saying something nice to a friend or being a good listener when they have something to share.</p>	<p><i>Active listening can be hard sometimes, especially when you're deeply focused on doing something else.</i></p> <p>Active listening is how you show respect for the person who is talking and help them feel cared for and understood. Being an active listener also helps you as a student be successful and know what to do.</p> <p>Learn strategies to practice active listening when using devices</p>	<p>Create a device charter to support positive use of devices at school.</p> <p>Know that a norm is "a way of acting that everyone in a community agrees to".</p> <p>Identify examples of positive norms.</p>	<p>Compare and contrast how we are connected to different people and places, in person and on the internet</p> <p>Demonstrate an understanding of how people can connect on the internet.</p> <p>The internet is made up of real people, just like the physical world is made up of real people.</p> <p>A classroom is a community, because learners all have something in common.</p>	<p>Define what a community is, both in person and online.</p> <p>Explain how having norms helps people in a community achieve their goals and stay safe.</p> <p>Create and pledge to adhere to shared norms for being in an online community.</p> <p><i>You should only interact with people from your community and with permission from a trusted adult.</i></p>	<p>Define "social interaction" as <i>talking or messaging with people online to develop friendship or community</i> and give an example.</p> <p>Describe the positives and negatives of social interaction in online games.</p> <p>Know that 'Griefing' is <i>irritating or angering people in a video game by being mean or destructive or cheating.</i></p>	<p>Describe how to respond to an online-only friend if they ask something that makes them uncomfortable.</p> <p>Sharing private information with online-only friends is risky; they may have a different age, gender or personality than they led you to believe.</p> <p>Always protect private information, especially from online-only friends.</p>
	News and Media Literacy Spring 2	<p>Understand that not everything they see on the internet is true.</p> <p>Reflect on ways to check if something they see online is true.</p>	<p>Reflect on what it looks and feels like to stay focused on a task.</p> <p>Define device distraction as <i>when you lose focus because of a device</i> and recognize examples.</p> <p>Learn strategies to manage device distractions at school.</p>	<p>Being a good digital citizen means being safe and responsible online.</p> <p>Know the importance of permission from a trusted adult before you go online, so that they can know what you are doing.</p> <p>Setting a time limit, means you do not spend too much time online that you miss out on other things.</p> <p>Passwords/usernames are considered private information and something you want to keep safe.</p>	<p>Recognise that photos and videos can be altered digitally.</p> <p>Analyse altered photos/videos to identify different reasons why someone might alter a photo or video.</p> <p>Photo retouching: <i>a photo is digitally altered to enhance the way someone or something looks.</i></p> <p>Advertising: <i>messages or photos that are made to persuade someone to buy a certain product".</i></p>	<p>Define "copyright" as <i>'the legal protection that creators have over the things they create'</i> and explain how it applies to creative work.</p> <p>Describe our rights and responsibilities as creators and in how you use the work of others, applying copyright principles to real-life scenarios.</p> <p>Know that copyright is Plagiarism is when you don't provide attribution to the creator of the work, it's like stealing.</p>	<p>Identify the parts and structure of an online news article.</p> <p>A commercial is something intended to make money.</p> <p>Point out that advertisements and sponsored content are parts of a news website that are commercial.</p> <p>Know that an online news article attempts to share factual information</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Privacy and Safety Summer 1</p>	<p>Reflect on ways to keep their passwords and information safe.</p> <p>Name trusted adults.</p> <p>Put my name on my work to show it belongs to me.</p> <p>Know that the work that I create belongs to me.</p>	<p>The internet can be used to visit faraway places and learn new things.</p> <p>Follow rules to stay safe online just as you would in real life:</p> <ul style="list-style-type: none"> - Stick to familiar sites and sites that are just right for you - Tell parents if they are worried - Only talk to people they know - Keep passwords safe. 	<p>Understand that being safe online is similar to staying safe in real life.</p> <p>Learn to identify websites and apps that are "just right" and "not right" for them.</p> <p>A site or app that is just right for you is fun, with things for you to do and see and uses appropriate words.</p> <p>Know how to get help from an adult if they are unsure about a website.</p>	<p>Recognise the kind of information that is private.</p> <p>Understand that they should never give out private information online.</p> <p>Begin to know that private information is information about you that can be used to identify you, because it's unique to you</p> <p>Privacy settings can be used on websites to make sure others can't see your private information</p>	<p>Define the term 'password' as 'a secret string of letters, symbols and numbers that you can use to restrict who can access something digital'.</p> <p>Practise creating a strong password.</p> <p>Some passwords are stronger than others because they are harder for someone to figure out.</p> <p>Passwords will help you protect social networking profiles and bank accounts/ online shopping accounts.</p>	<p>- Private information is information about you that can be used to identify you, because it's unique to you</p> <p>- Personal information is about you that cannot be used to identify you, because it is also true for many other people (e.g. your hair colour or the city you live in)</p> <p>Private information is risky to share because it can be used to identify you individually.</p>	<p>'Clickbait' is:</p> <ul style="list-style-type: none"> - a compound word made up of "click" (following a link on the internet) and "bait" (something used to get fish to bite on a hook) - an image or headline that tries to get you to click on it, usually for advertising purposes. <p>If something tries to shock you or seems impossible or unbelievable, it is likely to be 'clickbait'</p> <p>Know how to recognise and avoid 'clickbait'</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Footprint and Identity Summer 2</p>	<p>Know that we must be kind and show respect to others when we're online.</p>	<p>We can look after devices by:</p> <ul style="list-style-type: none"> - Being gentle and careful when using it so it doesn't break - Putting it in a safe place so I don't lose it. - Keeping it clean. 	<p>Being mean hurts people's feelings.</p> <p>We are kind and courteous to others, both in person and online.</p> <p>We should treat others how we want to be treated, and remember that there is always a person on the other side of the screen.</p>	<p>A digital footprint is a record of what you do online, including the sites you visit and the things you share.</p> <p>Digital footprints leave a permanent trail about ourselves on the internet so we must be careful about what we share.</p>	<p>A selfie is a picture you take of yourself, usually with a phone.</p> <p>Posting selfies or other images for people to see often leads them to assumptions about who we are.</p> <p>An assumption is "something that someone thinks is true, but in reality, may or may not be true".</p> <p>Your identity is "different parts of your culture, experiences and interests that make you unique".</p>	<p>Inference is an educated guess based on evidence.</p> <p>A digital footprint is a record of what you do online, including the sites you visit and the things you post; it can also include things that others post that involve you,</p> <p>Digital footprints last a long time and we should Show our best self when online, only posting things we are comfortable showing publicly.</p>	<p>Gender stereotypes are "oversimplified ideas about how women and men are or should be"</p> <p>These ideas or beliefs are often part of our culture and it can be easy for any of us to be influenced by them.</p> <p>A bias is "an unfair belief about a person or group based on a stereotype".</p>